



**Marcos de Niza High School**  
Tempe Union High School District  
6000 S. Lakeshore Drive, Tempe, AZ 85283-3049

ARIZONA  
School Report Card  
2001-02

**Principal: Mr. Frank Mirizio**

**Schedule: 7:00 AM to 4:00 PM**

**Web Address: [www.tuhsd.k12.az.us/Marcos\\_de\\_Niza\\_HS/Index](http://www.tuhsd.k12.az.us/Marcos_de_Niza_HS/Index)**

**E-mail: Unpublished or Unavailable**

**Grades: 9-12**

**2001 Enrollment: 1922**

**Phone: (480) 838-3200**

**Fax: (480) 730-7665**

## ▼ School Overview ▼

### Mission

We, the Marcos de Niza Community, will provide all students the opportunity to be successful with academics, relevant learning, and interpersonal skills in a safe environment. Target area goals: Reading, Math, Student Responsibility.

### Organization and Philosophy

- w Block Scheduling
- w Team Teaching
- w Departmentalized Classrooms
- w Cultural Diversity

### School/Academic Goals

- w Reading: All students will improve their reading comprehension with the aid of cross-curricular strategies.
- w Math: All students will improve their math skills with the aid of cross-curricular strategies.
- w Student Responsibility: All students will demonstrate respect for school facilities, materials, and the property of others.
- w All students will set and monitor goals that reflect the desire to learn.

### Instructional Programs

- w Honors Classes
- w Advanced Placement
- w Special Education
- w ESL
- w Peak Performance Center
- w Dual Enrollment with Community Colleges
- w Interdisciplinary Programs
- w JROTC

### Enrollment

October 1, 2000 School Year Student Enrollment:	2027
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	327

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 1 Community Member(s)  
 2 Student(s)

### Council Duties

w School Improvement Plan  
 w Staff Evaluation/Instruction Strategies  
 w School Renovations  
 w Curriculum Development  
 w School Safety Issues  
 w Parent/Educator Relations

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	107.00
Other Professional Staff	9.00	Teacher Aide	19.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	14	2	0	0
7 to 9 years	5	1	0	0
10 or more years	13	61	4	0

## ▽ Shared Responsibilities ▽

### School

Marcos de Niza has the responsibility to supply a high level of education, a safe environment for students and the opportunity to involve parents in the school.

### Parents

We ask that parents partner with us to help students become responsible, contributing citizens. Parents participate on the North Central School Improvement Steering Team and Site Council. Parents also support internal and extracurricular activities at Marcos de Niza High School through the Booster Club.

## ▽ Transportation Policy ▽

The boundaries for Marcos de Niza are Baseline on the north, Elliot on the south, Price Road on the east and the I-10 freeway on the west. Students who live outside a two-mile radius are transported by school bus.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/20/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/18/01	12/21/01	3/8/02	5/24/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Eight Computer Labs	W Computerized Media Center
W Excellent Vocational Facilities	W Excellent Athletic Facilities

### Extracurricular Activities

W 41 Athletic Teams	W Junior ROTC
W Curriculum/Special Interest Clubs	W Unity Diversity Club
W Spiritline	W National Honor Society
W Students Against Destructive Decisions	W VICA/FBLA/DECA/HERO

### School/Community Resources

W Counseling Services	W Crisis Intervention
W EVIT	W GED Classes
W Lunch Program	W Peer Mediation
W 21st Century Community Learning Grant	W East Valley Tech Prep Consortium

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W Teachers throughout the curriculum will provide activities that move students toward problem-solving skills. Questioning techniques will be stressed which require students to analyze, synthesize and evaluate.</p> | <p>W Writing across the curriculum has been integrated into all subject areas.</p>   |
| <p>W Activities that require use of computers have been increased throughout the curriculum.</p>  | <p>W Personal planners have been distributed to all students. Teachers have been instructed on the use of them and are monitoring results. Students are required to use planners for passes.</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	97.5 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	13.6 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	1.7 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	3.2 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	96.7 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	3.3 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	3.7 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	2.2 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Scholarship	2001
JROTC Unit Honors with Distinction	2001
Nationally Recognized Spiritline	2001
Padre Marching Band Superior with Distinction Rating	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	384	534	3%	17%	54%	23%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	401	497	4%	46%	49%	1%	82%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	374	494	37%	19%	30%	15%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>9</b>	Reading	82	51	43	87	52	44	100	48	43	94	48	43	74	49	43
	Language	84	45	37	88	46	39	100	43	39	94	45	40	77	49	41
	Mathematics	85	64	54	88	62	57	100	66	57	94	66	59	78	66	61
<b>10</b>	Reading	81	52	42	88	47	42	100	48	42	88	48	42	--	--	--
	Language	83	50	43	88	46	43	100	46	44	87	49	44	--	--	--
	Mathematics	83	53	46	90	53	47	100	55	49	86	59	50	--	--	--
<b>11</b>	Reading	77	57	46	89	52	46	100	48	44	88	49	45	--	--	--
	Language	79	49	42	89	46	43	100	41	42	86	43	44	--	--	--
	Mathematics	80	61	49	88	58	51	100	58	52	86	58	55	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

For 2001-02, MdN HS has a full-time police officer assigned to the campus from the Tempe Police Dept. The presence of the officer is very pro-active. The officer teaches law enforcement-related classes, assists students/staff members with legal issues, investigates assigned cases, and provides an added security factor to the campus. This year MDNHS has implemented a policy of staff members wearing ID badges, helping to improve security due to the construction underway on campus this year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,644	\$5,216,918
Classroom Supplies	\$33	\$65,155
Administration	\$376	\$741,243
Support Services-Students	\$532	\$1,050,477
Other Support Services and Operations	\$1,103	\$2,177,385
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,688</b>	<b>\$9,251,178</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$616,672.92 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Our entire amount of the trigger funding went to teacher salaries.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Frank Mirizio	(480) 838-3200	
<b>Transportation Policy</b>	Rudy Hernandez	(480) 839-0292	
<b>Community Resources</b>	Lavern Tarkington	(480) 839-0292	3705
<b>School Nutrition Programs</b>	Rick Griffith	(480) 839-0292	
<b>Parent Organization</b>	Nora Ramirez	(480) 838-3200	
<b>Student Health/Nurse</b>	Karen Allen	(480) 838-3200	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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